



Charlton Kings Infants' School

Special Educational Needs & Disability (SEND)

Information Report/School Offer

October 2023

Introduction

A duty in the SEN Code of Practice was placed on Local Authorities from September 2014 to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements; and make clear what is available for their child from early years settings, schools (including Academies and Free Schools), colleges and other services, and also including health and social care. All information within the Local Offer section is here to support families of children and Young People with Special Educational Needs and/or a disability (SEND) from 0 to 25. Details of the latest Gloucestershire Local Offer can be found at

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

The document which follows is Charlton Kings Infants' SEND Information Report which details the provision our school is currently able to offer to children with SEND. You may also hear it referred to as a "School Offer". Specific information can be found in the sections detailed in the contents below. Charlton Kings Infants' School follows guidance from the local authority regarding following the Graduated Pathway to support the educational and social care needs of children and their families.

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1. How does our school know/identify that children have special educational needs and/or disabilities (SEND)?

Some children will enter school with a diagnosis of some form of SEND already in place. In those instances, staff will liaise with the child's parents/carers and other professionals from pre-school settings or previous schools and other agencies, (for example, paediatricians, speech and language therapists, occupational therapists) in order to gain an understanding of the exact nature of the child's need before they enter school.

For all other pupils, the staff at CKIS monitors the learning of each child very closely. Early identification of needs is key to providing appropriate intervention in order to help the child progress more quickly. If a child is finding it difficult to achieve at age-expected levels or if progress within a specific area of learning is not as rapid as we would expect, the class teacher will speak with the SENDCo (SEND Co-ordinator) to consider whether or not the child might have SEND. The SENDCO meets regularly with Year Group leads and teachers to discuss the needs and strategies to ensure the best possible outcomes for all pupils. The table below details some of the assessment opportunities we use to monitor progress and identify children with specific SEND.

Sources of evidence	YR	Y1	Y2
YR baseline assessments	✓		
EYFS profile results	✓		
Assessment against Early Years Outcomes	✓		
Phonics/common exception word recognition assessments	✓	✓	✓
Intervention monitoring	✓	✓	✓
3 x annual assessment against school progression documents	✓	✓	✓
3 x annual standardised assessments (Math/English)		✓	✓
Review support plan (My Plan/My Plan+) targets	✓	✓	✓
Y1 Phonic Screening		✓	✓
KS1 SATs (Statutory assessments) at the end of Yr 2			✓

2. What are the first steps our school will take if special educational needs are identified?

If a class teacher suspects that a child has special educational needs, they will speak with parents/carers to inform them of their concerns. The SENDCo will also be informed and will be able to offer advice to the class teacher about the kind of intervention that may be appropriate to support the child in their learning. The SENDCo is available to discuss the child's additional needs with parents/carers if they wish.

A child with SEND will have a specially written plan – “My Plan” which outlines the nature of the child's need, the desirable outcomes for the child – what we would like them to be able to achieve, along with the strategies and resources that will be used to help them reach their goal. This plan is written by the class teacher in close consultation with the parents/carers and when appropriate, the child. The My Plan is the first stage of a single graduated pathway of support as recommended in the SEND Code of Practice.

3. What should parents/carers do if they think their child has SEND? How can they raise concerns?

If parents/carers think their child may have SEND, they should speak to their child's class teacher in the first instance. The teacher will usually be available to see parents/carers after school, but if this is not possible, they will be able to arrange an appointment.

If the child has yet to start at CKIS, parents/carers should please contact the SENDCo, Mrs Tyler, if they wish to discuss their child's needs. She can be contacted by email: sendco@ckis.org.uk

4. How will our school include parents and students in planning support?

When a child has additional needs identified, a plan will be put in place to help the child work towards outcomes which have been agreed by the class teacher, parents/carers and pupils. Parents/carers will be informed at regular reviews of their child's progress against the agreed outcomes. Wherever possible, the child's views about the additional provision they receive will be sought and included in the child's support plan (My Plan/My Plan+)/EHC plan.

Where advice needs to be sought from other professionals, parents/carers are invited to submit their views as part of the referral process.

5. How will our school teach and support children with SEND?

For children without an Education, Health and Social Care plan (EHCP)

The biggest influence on a child's achievement is the quality of the teaching in the classroom. We pride ourselves on quality teaching of all pupils at CKIS with learning opportunities matched to the needs of pupils of all abilities. Class teachers will plan learning opportunities which are matched to your child's needs within our CKIS curriculum. Pupils with SEND may engage in additional intervention programmes

which are selected to meet the child's area of need. The details of the provision will be in a "My Plan" format. Additional intervention programmes are delivered by experienced and qualified teaching partners (TPs) and are monitored for effectiveness by class teachers, the SENDCo and the Senior Leadership Team.

Where children have more complex SEND, or if children are not making expected progress, despite initial intervention, the advice of other professionals (educational psychologists, occupational therapists, speech and language therapists, advisory teachers who are specialists in specific areas of SEND) may be sought. In this case, the child will progress along the single graduated pathway of support and their My Plan will become My Plan+ with a My Assessment written with the full involvement of the teachers and parents/carers. Following visits from other professionals, the school will seek to implement their recommendations in order to best meet the needs of the child. This may be in the form of different forms of intervention or suggestions for appropriate resources which would be of benefit to the child.

Progress against the desirable outcomes agreed in the My Plan/My Plan+ will be monitored closely by the class teacher, teaching partner (TP) and SENDCo and will be reviewed with the parents and parents/carers. Parents/carers will be invited into school to discuss their child's progress at least three times a year, (usually in October, February and April), but more often where appropriate.

If a child with a My Plan+ does not make expected progress, then a decision to advance further along the single graduated pathway of support may be taken in agreement with parents/carers and other professionals. In this case we would pursue an application for an EHCP (Education, Health and Social Care plan).

For children with an Education, Health and Social Care plan (EHCP)

Children with an EHC plan will also have a My Plan + with short term targets that ensure the child is able to achieve their EHC plan targets by the end of each Key Stage. Therefore, the same principles apply to children with an EHC plan as all children and, as outlined above. In addition to this, children with an EHC plan will have a formal plan outlining the nature of their needs and the additional level of support and resources they should have access to in order to make progress against the child's desirable outcomes. The Local Authority may provide any additional funding identified as necessary to deliver provision in order to meet a child's outcomes.

A parent has the right to request a personal budget in order to secure provision to meet identified outcomes in a child's plan. If a personal budget is requested by a parent, this must be agreed by the Local Authority. If a parent requests a personal budget in the form of a direct payment, any provision that is to be delivered in school must be agreed by the Head Teacher also.

Parents/carers will be invited into school to discuss their child's progress at least three times a year, (usually in October, February and April). There will also be an annual review of the EHCP when the

provision and support the child receives will be discussed by all professionals involved with the child and submitted to the local authority in order to agree an appropriate plan for the following year.

Depending upon the nature and level of need, it may be appropriate for a child with an EHC plan to follow a specially modified curriculum which is matched to the child's level of development. Pupils with an EHCP will be included within the class learning opportunities, but may sometimes need to work on activities which have been planned for them on an individual basis.

- **How does our school plan the support? How are resources allocated and matched to needs?**

Pupils with similar needs often work in intervention groups together. Teachers identify children who have specific learning and ensure that intervention is provided and delivered by themselves or Teaching Partners with specific areas of expertise. Resources are usually year group specific but can be used by all pupils across the school if they meet the child's needs.

- **How is the decision made about the support your child will receive?**

Pupils' identified needs and their progress against the outcomes agreed by the class teacher and parents/carers/guardians are used to decide upon appropriate intervention strategies and resources which will be used with the child. The SENDCo is often part of this process.

For children with an EHC plan, decisions on funding for provision will be made by the SEND Casework Team at the Local Authority; they base their decision on the evidence presented to them by the SENDCo. This evidence will be in the form of reports from other professionals, reviewed support plans (My Plan+) documents and any other supporting documents it would be appropriate to submit.

6. Who will be working with your child? *(Assessing, reviewing, overseeing arrangements, working towards outcomes, including looked after children)*

At CKIS, the person with direct responsibility for provision for a child with SEND is the child's class teacher. They will be the first point of contact for parents/carers and it is usually the class teacher who identifies needs in specific areas of learning. They do this through routine assessments or by undertaking specific assessments when they feel a child is not making specific progress. The teaching partner (TP) working in the classroom will also be part of this process as they may be working closely with the child on specific areas of learning. The class teacher will arrange reviews of the child's plan with parents/carers. The TP working in the child's class may also contribute to these reviews. The SENDCo will also attend if further advice needs to be sought or if the child is not making expected progress and there is a case for advancing along the single graduated pathway of provision.

Intervention programmes are often delivered by experienced, qualified TPs (some of whom are qualified teachers); the outcomes of these programmes are monitored by the SENDCo and the Senior Leadership Team.

For pupils with more complex needs at My Plan+ on the Graduated Pathway or who have an EHC plan, professionals with specific specialisms may be involved, either to deliver intervention directly or to advise CKIS staff on provision. These professionals will be engaged with the permission of the child's parents/carers.

7. How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

The class teacher and staff will have a good understanding about any plan in place for a pupil as they will have been closely involved in the writing of such plans. This is also the case for other staff members who regularly work with a pupil, for example their TP. The class teacher and SENDCo will ensure that any plans in place for a child are shared with other staff working with that child. The class teacher will also arrange a review meeting with the child's parents/carers to discuss the contents of the plan or EHC plan. In the case of pupils with an EHC plan, the SENDCo will arrange a formal annual review to plan future provision and will invite all professionals who work with the child to attend.

8. What role does the class teacher play?

The class teacher writes the My Plan/My Plan+ and is responsible for sharing the plan with other members of staff who work with the child and the child's parents/carers. At a given point or before, if the child has achieved their desirable outcome, the class teacher will arrange to meet with parents/carers to discuss the child's progress and plan next steps. We use a secure online software known as Edukey to write My Plans/My Plan + so a clear history of the child's targets, support and progress can be tracked by both class teachers and the SENDCo.

9. What expertise does our school staff have in relation to SEND?

Frances Tyler is the SENDCo and has been teaching at CKIS since 2009. The SENDCo and SLT work closely with professionals from other agencies to ensure the best possible outcomes for pupils with SEND. The SENDCo attends SENDCo Conferences arranged by the local authority and has also completed SENDCo training relating to the SEND Code of Practice. As SENDCo, she delivers training on different aspects of SEN to teachers and support staff at CKIS.

Mrs James, the headteacher, has worked in both mainstream schools and a specialist provision since 1994. She has significant experience in teaching children with a range of complex learning needs and worked as an Advisory Teacher for SEND and EYFS in another Local Authority for ten years. She works in partnership with the SENDCo to ensure that expertise is shared throughout the school and provides a supervisory role for the role of SENDCo.

The Deputy Head Teacher and Year Group Leaders are all highly experienced teachers with a wealth of experience and knowledge in supporting pupils with SEND. All teaching staff have engaged in training relating to meeting the emotional needs of pupils and understanding how mental health and well-being

can impact upon a child's capacity to learn through training with a specialist in Attachment Disorders. In addition, they have also attended and continue to attend updated training on supporting children with specific learning needs. All teaching staff and some TPs have received training in delivery of "Mindfulness" sessions.

The Senior Leadership team is also supported by Sarah Pritchard the schools' Family Support Worker. She is qualified to deliver ELSA interventions and Drawing and Talking to support the social emotional and mental health of children within CKIS.

We have many experienced and qualified TPs who deliver intervention programmes in our setting. Many have previous roles both within education and health with one member of staff being a former paediatric physiotherapist. We ensure that all staff delivering interventions receive specific training in the delivery of the specific intervention. The Family Support Worker and Kindergarten Lead Practitioner are both trained ELSA (Emotional Literacy Support Assistants) practitioners and are in the process of completing the Applied Therapeutic skills training – Level 3. Our PSHE lead is also currently completing training as our school Mental Health Champion. We have strong working partnerships with a range of multi-agency partners, including the Advisory Teaching Service, our link Educational Psychologist and Play therapist who regularly provide coaching support and training for the staff team. The school is committed to further improving knowledge and understanding of SEND through high quality training for staff and robust monitoring of outcomes for children/pupils.

10. What intervention programmes does our school run for children with SEND and how are they delivered?

It is not uncommon for parents to explore the possibility that their child's difficulties in literacy (reading and writing) may be due to Specific Learning Difficulties (SLD), such as Dyslexia. At this early stage in a child's development and education, it could be that the difficulties they are experiencing are due to some degree of developmental delay and that with the correct teaching strategies they will make the progress to catch up with their peers. While a diagnosis of SLD may not be formally made by an Educational Psychologist while your child is at CKIS, children are supported at CKIS and engage in programmes specifically designed to support children with Specific Learning Difficulties.

Intervention programmes/strategies provided (where appropriate)

Programmes/ strategies	Area of Need	KDG	YR	Y1	Y2
PAT (Phonological Awareness Training) group	Literacy/Specific Learning Difficulties			✓	✓
Phonics booster group/Precision teaching	Literacy/Specific Learning Difficulties		✓	✓	✓

Nessy	Literacy/Specific Learning Difficulties				✓
Dancing Bears/Bear Necessities	Literacy/Specific Learning Difficulties			✓	
Numbots	Maths/ Specific Learning Difficulties			✓	✓
Number intervention group	Maths/ Specific Learning Difficulties		✓		
Social Skills group – Time to Talk/Emotional resilience/ELSA	Social Interaction/ Emotional and Behavioural	✓	✓	✓	✓
Visual Timetable/Agenda	Social Interaction/ Emotional and Behavioural	✓	✓	✓	✓
Solution-Focussed Thinking	Social Interaction/ Emotional and Behavioural	✓	✓	✓	✓
Fizzy Club – group	Physical co-ordination/ Dyspraxia /Social interaction/ Emotional and Behavioural		✓	✓	✓
Talk Boost	Vocabulary and Expressive Language Acquisition		✓		
Specific speech and language programmes advised by Speech and Language therapists		✓	✓	✓	✓
ELSA	Social interaction/ Emotional and Behavioural	✓	✓	✓	✓
Circle of Friends	Social interaction/ Emotional and Behavioural		✓	✓	✓
Teodorescu Perceptuo Motor Programme/Fine motor	Fine motor control/ Handwriting		✓	✓	✓
Coloured overlays/paper	Pupils experiencing visual stress		✓	✓	✓

11. What support does our school put in place for children who find it difficult to conform to normal behaviour expectations and how do we support children to avoid exclusion?

We use a variety of strategies, primarily based on promoting a consistent approach, to help support children who may find it difficult to self-regulate so that they can begin to take responsibility for their own behaviour and actions. We have a Behaviour and Anti-bullying (Positive Relationships and Anti-bullying) Policy which can be found [here](#) on our website. Our school value of Kindness and Consideration for all is embedded within the cultural identity of the school. As a school, we seek to promote positive learning behaviours and a growth mindset for all staff for all pupils and staff through our “RESPECT Family”. Please see the link for more information: <https://www.ckis.org.uk/respect>

Where necessary, the school will access a variety of professionals and services to seek advice and support in meeting the needs of pupils who display challenging behaviours. These professionals may include Advisory Teachers and Educational Psychologists.

The school is committed to avoiding exclusions wherever possible by promoting early identification of need and providing the necessary support. Risk assessments and personal support plans are devised in order to ensure the best possible support for identified pupils. Please see our 'Promoting Positive Relationships' policy mentioned above for full details about processes around suspension and exclusion.

12. Which services do we use to provide for and support our pupils?

We continue to refer to multi agency professionals and liaise with them either remotely or in person in order to gain specialist advice and improve and monitor the provision we are able to offer to your child.

Educational Psychology Service: to ascertain the exact nature of a child's difficulties and for advice about how best to meet a child's needs within our mainstream setting. Our school currently engages the services of Dr Emily Vincent.

Advisory Teacher Service (ATS): Teachers from the ATS are specialists in their field and come into school to support pupils and staff by advising staff on how to meet the needs of the child using specific resources or intervention programmes. They also sometimes carry out assessments to ascertain the level of development of the child and to measure the child's progress since the last assessment date. There are various strands of the ATS which are detailed below:

ATS Team	Who they support
Communication & Interaction	This team supports children and young people, who have severe social communication difficulties, and those on the autism spectrum.
Cognition & Learning	Supports the inclusion of children and young people who have a range of significant and additional learning difficulties in mainstream schools; including moderate or severe learning difficulties in mainstream school.
Physical Needs	For pupils with a physical disability; support includes in-service training, advice on access to the curriculum and whole school activities. Resource and equipment loans to enable access to the National Curriculum are available.
Social, Emotional & Mental Health Difficulties	Supports the inclusion of children and young people who have a range of significant emotional and behavioural difficulties, as well as those experiencing poor mental health.
Visually Impaired	Supporting pupils with a significant level of visual impairment.
Hearing Impaired	Supporting pupils whose primary difficulty is related to hearing and those who have a hearing loss in addition to other disabilities.

Speech & Language Therapist (SpLT): This is an NHS service to which we can refer pupils with a variety of speech and language difficulties. SpLTs assess pupils who are referred and offer advice in the areas of

articulation and pronunciation: speaking clearly, and language acquisition – understanding language and using language to communicate feelings and ideas.

Occupational Therapist (OT): This is a NHS service to which we refer pupils with physical needs and also those pupils who may be displaying difficulties with organisation. There are also OTs who specialise in sensory sensitivity.

School Nursing Service: This is a NHS service which comes into school routinely to check the sight and hearing of all Reception pupils. In addition to this, we can refer pupils if we have concerns about different aspects of their emotional or physical health. These referrals are made in consultation with parents/carers and can be made at the parents/carers' request.

Social Services: We work routinely with staff from Social Services and make referrals to Social Care if we have safeguarding and Child Protection concerns. For more information regarding Safeguarding and Child Protection, please visit our website; [here](#)

CYPs (Children & Young Peoples' Service): We are able to access this NHS service for pupils who may be experiencing sustained mental or emotional health needs.

Early Help: A local authority service which can offer support to families with complex needs and/or families with children who have SEND. This service supports families to meet children's needs within the home environment.

The Virtual School: A service specialising in advising settings on how to support pupils who are currently in the care of the local authority or who have previously been adopted from care.

13. How does our school provide support to improve the emotional and social developments of our SEND pupils?

We recognise that children who experience difficulties in different areas of learning are vulnerable to low self-esteem. We take this aspect of school life very seriously and try very hard to build self-esteem through a broad and balanced curriculum, providing experiences for the children which will help them to discover a talent or area of strength they were previously unaware of. This may be in the arts or sport; CKIS has an enriched curriculum through high quality music, art and PE learning opportunities. We also seek opportunities to use the outdoor area in school and further afield with pupils engaging in Forest School and Commando Jo activities to build team-work and confidence. The PSHE curriculum provides opportunities for all pupils to gain self-awareness and an understanding of their own feelings and those of their peers. Our ELSA trained TPs run targeted intervention programmes to meet the needs of identified individuals and groups of children. We also have access to play therapy sessions and support

for pupils who would benefit from this support. In addition our family engagement and family liaison leads are available to provide targeted support for identified pupils and families.

Key Stage 1 pupils assume the role of 'Playground Buddies' and 'Lunchtime monitors' and offer supervised support to pupils at lunchtime play.

14.How does our school manage the administration of medicines?

Health care plans will be drawn up which identify the nature of the medical condition and how the school can help to meet those needs. They will specify who has responsibility for meeting those needs. If a child has a medical condition, parents/carers should inform their class teacher or the school secretary. This policy is available on the school website [here](#) .

15.How does our school help with personal care where this is needed?

Staff at CKIS assist children in this area as required, as they are fully aware of the need and trained to meet that need. CKIS has an Intimate Care policy which is available [here](#) on our school website.

16.What is our policy on day trips, school outings, health and safety arrangements?

Risk assessments are carried out routinely for all activities off the school site. Where a child who has specific SEND is due to participate in an activity, this will be detailed in the risk assessment which is submitted to the head teacher for approval. The main way we minimise risks is by always ensuring we have an appropriate number of adults supervising the activity.

17.What extra pastoral support do we offer and what pastoral support arrangements are in place to listen to pupils with SEND?

All staff at CKIS are aware of pupils with SEND and make appropriate provision to meet their emotional and social needs. Very often, SEND pupils form strong bonds with teaching partners or midday supervisors working in their classroom and know that they have this point of contact on the playground at lunchtime or at break. In addition, our family engagement and family liaison leads are available to provide targeted support for identified pupils and families.

18.What access do our pupils have to facilities and extra-curricular activities available to all children?

Pupils in Year 2 have the opportunity to engage in a range of extra-curricular activities. SEND pupils are able to access these activities. Where individual support is required in order to ensure the child's full involvement and engagement, this should be agreed with the class teacher and the head teacher.

19.How will parents/carers know how well their child is doing?

The school holds two parents' evenings annually where parents have the opportunity to ask questions about their child's progress and receive feedback from your child's class teacher. This is an opportunity to ask questions about all aspects of your child's life here at school and does not have to be specifically about their SEND.

We encourage good communication between our parents/carers and school staff and so if, as a parent, you have any concerns we would encourage you to see your child's class teacher at the end of the school day, or by making an appointment if necessary. There is no need to wait until a formal review or a parents evening. This level of communication is vital and we encourage parents to make contact with teachers if they have concerns.

The child's class teacher will arrange additional support plan (My Plan/My Plan+) review meetings. Where a child has an EHC plan, the SENDCo will arrange the formal annual review and invite all professionals involved in supporting the child. These formal meetings will give parents a chance to discuss specific issues with regards to their child's SEND.

20. How does the school measure outcomes and the impact of support provided to the pupil?

When the child's My Plan/My Plan+ is written by the teacher, the desirable outcomes will be set down and at the review point, the class teacher will review the impact of the agreed interventions with the child's parents/carers. The SENDCo will also monitor the success of support against the agreed outcomes of the child and other assessment data.

Where a child has an EHC plan the success of outcomes and the impact of support provided will be discussed at least annually at the formal review although can be discussed earlier, in a more informal meeting, if appropriate. All teachers track progress routinely throughout the year as detailed earlier in this document and this will continue to be the case for pupils with SEND.

21. When and at what interval will this happen?

My Plan/My Plan+ will usually be reviewed four times a year; the schedule for this is currently October, February and April, although there are sometimes occasions when these timescales change, for example, if a child has met the targets agreed at the last review meeting, it would be appropriate to set new ones before the planned review date.

EHC plans must be reviewed at least once, annually, with all professionals involved with your child invited.

22. Who will explain and discuss this with young people?

The child's class teacher or a teaching partner working with the child will usually explain the outcomes to the child and also, elicit the child's views regarding their learning. It is also appropriate for parents/carers to be part of this process and to discuss their child's learning with them.

Pupils will be involved as fully as possible in their reviews, ensuring they are part of the process and planning, their voice is heard and they have the opportunity to contribute towards their finalised plan.

23.How do we assess and evaluate the provision we have arranged for your child?

We monitor the outcomes of the My Plan/My Plan+/EHC plan once they have been reviewed. The SENDCo and SLT also tracks the child's attainment in other assessments to ascertain if progress is being sustained.

24.How do we prepare and support SEND pupils/students and how do we arrange and support a transfer to another school or educational establishment?

When a child with SEND joins us at CKIS, we endeavour to ensure that their entry to school is a positive experience for them and their parents/carers. Visits to CKIS are encouraged so that the child is familiar with the school setting and the staff they will be working with. Staff from CKIS liaise with professionals already working with the child to ensure that they are fully aware of the nature and degree of the child's SEND. TPs who will be working with specific pupils also visit if this is deemed appropriate. We also prepare a range of resources for parents to share with their child/ren prior to starting school (including a story book, videos etc). All staff who will be working with a child with SEND will be informed of the child's strengths and needs so that they are able to respond appropriately when the child joins us.

A booklet of the same kind is produced when a child moves to a new class or to the junior school. If a child is joining us from another school in Year 1 or Year 2, we encourage taster visits and will also send home a book for them to share with parents/carers.

When a child with SEND is nearing the end of Year 2 and transferring to Charlton Kings Junior School (CKJS), we work with our Key Stage 2 colleagues to arrange extra visits to their new school if we feel this would be beneficial to them. The SENDCo works with the SENDCO at CKJS to ensure a successful transition between school settings.

When it is the annual review of a child in Year 1 with an EHC plan whose parents/carers have expressed a desire for the child to transfer to CKJS, the SENDCo from CKJS will be invited to attend that meeting. Staff at both schools work closely together to ensure that planning for transfer to KS2 facilitates a smooth transition for children and their families. The SENDCos and Head teachers meet regularly to identify key areas for consideration relating to provision for children transferring to CKJS. The SEN report for CKJS can be found on their website: www.ckjs.org.uk

Similar arrangements will be made for pupils transferring to other settings other than CKJS in accordance with the new school's offer.

25.How do we prepare our pupils for adult life and independent living?

The plans detailing provision for SEND children all detail short term desirable outcomes but ultimately, there are long term desirable outcomes for children relating to their adult life. This is a long way off for the children attending CKIS, but we believe we can contribute to these long-term goals by helping the pupils here to gain confidence and self-esteem, equipping them with basic skills which will enable them to be more independent as they grow older.

26.What special arrangements are made for examinations/assessments?

Most pupils with SEND are able to access the same assessments as their peers with minimal support. For some pupils, these assessment are not appropriate and in these instances, the children are dis-applied from assessment. The pre-key stage standards are used for statutory assessment at the end of KS1 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study. Some pupils may need to be assessed against the Engagement Model; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

27.What resources and equipment are available for pupils with SEND?

CKIS responds to the needs of the children at the school at any given time. We are fortunate that in the past, we have been able to purchase specific equipment for pupils with SEND when they have joined us, for example, a sloped writing board to support pupils with physical difficulties. We have a wide range of technological resources, such as iPads, so that pupils with SEND are able to access the curriculum in a range of media.

28.How accessible is our school to pupils/students with SEND?

All classrooms at CKIS are on the ground floor with ramps or sloping floors where there are steps to different levels. There are disabled toilets in the main school building and a purpose built wet room with a hoist in our Year 2 building.

29.Where can you find our SEND policy?

Our SEND Policy is published on our school website. The current policy can be found [here](#) on the SEND information page of our website.

30.What role do the governors have? What do our SEND governors do?

The SENDCO reports to the full governing body about the provision made for pupils with SEND at CKIS. The named SEND/Inclusion governor is Amy Coole. She meets with the SENDCo/Head teacher regularly to ensure that she and the Trustees/Governors are fully informed about the issues relating to SEND provision and to monitor the support given to SEND and other vulnerable pupils at CKIS. The named governor attends local authority training in this aspect of education governance and will feed back their

findings from monitoring visits to the full Governing Body in order to inform school improvement planning.

31.What can you do if you have concerns regarding provision for your child? Who to talk to and what actions to take; arrangements made by the governing body

If parents/carers of a child with SEND are unhappy with any aspect of the provision made for their child, they should speak to the child's class teacher in the first instance. The SENDCo and the Head teacher are also happy to listen to your concerns and attempt to resolve them. If parents/carers are not satisfied with this response, they should contact the governing body of the school. For more information, please refer to our Complaints policy on the school website; <https://www.ckis.org.uk/policies>

32.How can parents/carers arrange a visit to our school? What is involved?

If you would like to arrange a visit to CKIS or discuss your child's individual needs in order to make decisions regarding future placement, please contact the secretary at the school office to discuss appropriate arrangements. Tel: 01242 514483 or email: secretary@ckis.org.uk

33.Who can you contact for more information?

- **Mrs Tyler - SENDCo** at CKIS: sendco@ckis.org.uk
- **SENDIASS** – information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND) <https://sendiassglos.org.uk/>
- **Family Information Service (FIS)** - <https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/family-information-service-fis/>
- **Independent Parent Special Education Advice** - <http://www.ipsea.org.uk/>